

identify the stakeholders, interests, and issues involved in a situation or research topic

☐ secondary

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Student activity

Identify the relevant facts in the *Going to the movies* scenario.

For each fact, identify the stakeholders.

Record the implied interests or values of the stakeholders (what they will most likely gain or lose if the situation happens).

Possible responses

Relevant facts	Main stakeholders	Implied interests or values
<ul style="list-style-type: none">George wants to attend the movie because he loves special effects	<ul style="list-style-type: none">George	<ul style="list-style-type: none">fun/entertainment
<ul style="list-style-type: none">Bill wants to attend the movie because he enjoys doing things with his friend	<ul style="list-style-type: none">BillGeorge	<ul style="list-style-type: none">entertainment/fun/friendship
<ul style="list-style-type: none">Skateboarding is not allowed in city parks.	<ul style="list-style-type: none">city officialsdriversyoung people	<ul style="list-style-type: none">enforcement of rulessafetyaccess to space
<ul style="list-style-type: none">George's parents are concerned about what will happen if he goes to the movies.	<ul style="list-style-type: none">George's parentsGeorge	<ul style="list-style-type: none">safetyresponsibilitymaturity
<ul style="list-style-type: none">George's parents are worried about the cost.	<ul style="list-style-type: none">George's parents	<ul style="list-style-type: none">money
<ul style="list-style-type: none">Bill's parents feel Bill is old enough to go to a movie with a friend.	<ul style="list-style-type: none">Bill's parentsBill	<ul style="list-style-type: none">safety
<ul style="list-style-type: none">Bill's parents are too busy to drive the boys to the movie.	<ul style="list-style-type: none">Bill's parents	<ul style="list-style-type: none">time
<ul style="list-style-type: none">Bill's parents want Bill to complete his household chores.	<ul style="list-style-type: none">Bill's parentsBill	<ul style="list-style-type: none">responsibilitymaturityfairness to family

Opportunities for differentiation

- Invite students to identify relevant facts, stakeholders, and interests or values from a list provided.

Determine issues

- Explain that issues or areas of disagreement are often at the heart of a situation. Discuss the areas of disagreement in the movie scenario and guide students in identifying the issues.
- Help students differentiate information questions (based on the 5Ws plus how) from issue-based questions. Provide possible question stems for generating issue-based questions. Identify criteria for effective issue-based questions.

Student activity

Look for issues that emerge from the stakeholder's competing values and interests.

Write the issues as questions, using the question stems provided.

Based on the questions generated, identify criteria for issue-based questions.

Issue-based question stems

- Should people be ...?*
- Is it fair that ...?*
- What can be done to ...?*
- Would it be better ...?*

Possible responses

- Should George and Bill be expected to pay for their own movies?*
- Is it fair to expect parents to drive their children to the movies?*
- What can be done to make sure George and Bill are safe?*

Criteria for effective issue-based questions:

- invite opinions about what should be done or what is fair*
- refer to important matters that are of interest to others*
- address debatable or controversial matters—people may agree or disagree about the answer.*

Opportunities for differentiation

- Allow students to role-play the scenario, exploring the interests and issues of each stakeholder from the perspectives of their assigned roles.
- Provide examples, where needed, of issue-based and information-based questions for the scenario, and invite students to identify the issue-based questions.
- Reinforce the criteria for issue-based questions, using *Sorting questions* and invite students to sort the questions into issue-based and information questions.

Assessment for learning

- Confirm students' understanding of stakeholders, interests, and issues.
- Introduce the *How effective is my analysis?* rating scale. Use examples of student work to develop descriptors for excellent analysis, using each criterion.

How effective is my analysis?
RATING SCALE

1 Identify all appropriate rebuttals

1 2 3 4 5

Effective Not yet

"Look deep" (specific rebuttal)

2 Identify the most important arguments for each proposition

1 2 3 4 5

Effective Not yet

"Look deep" (specific rebuttal)

3 List issues that deal with the significant disagreements implied by the task

1 2 3 4 5

Effective Not yet

"Look deep" (specific rebuttal)

Effective Not yet

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Practice the strategy

Analyze a scenario

- Discuss the importance of analysing an issue and any challenges that emerged in identifying stakeholders, interests, and issue.

Student activity

Identify the significant stakeholders, implied interests, and underlying issues raised by the facts in *Skateboarders*.



Scoreboards

Name _____

Relevant facts	Main characters	Important objects or values
<p>Almost all the rest of the young people in the country live in advanced cities.</p>	<ul style="list-style-type: none"> • young people • the city 	<ul style="list-style-type: none"> • the city
<p>Young people have less things in the cities than they have in the farm and city.</p>	<ul style="list-style-type: none"> • young people • the city 	<ul style="list-style-type: none"> • freedom of education and learning • objects of culture and learning
<p>Skateboarding is not allowed in city parking lots.</p>		
<p>Many people are frightened by the speed of skateboards. Many skate past them on city sidewalks.</p>		
<p>City and farm people consider that skateboarding is kind of their own sport and interests.</p>		
<p>Many skateboards are lost to the use of more perfect and good value skateboards.</p>		
<p>There is a small park, owned by the town, that is used to skate.</p>		
<p>Local teenagers do not want to spend more money on skate.</p>		
<p>Local skateboards have been traded off recently.</p>		

Grading Paper _____

Opportunities for differentiation

- Provide simpler, more easily analyzed situations, then introduce more complex situations.
- Invite students or pairs of students to create their own situations and exchange them with another student or pair.

Assessment for learning

- Guide students as they use the *Rating scale* to self- and peer-assess their analysis.

Analyze an assigned topic

- Explain to students that identifying stakeholders, interests, and underlying issues can be useful in exploring the circumstances and conditions surrounding a historical or contemporary situation or topic.
- **Select and distribute an appropriate curricular article.** Provide students with a copy of the *Issue analysis data chart*. Model how to highlight relevant facts and summarize facts.
- Encourage students to consider, as they record the underlying issues, both the criteria for an issue-based question and the question stems discussed earlier.

Issue analysis data chart

Name _____

Topic _____

Relevant facts	Main problem/issues	Possible interests or values

Underlying issues:

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